ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Hulet Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

600 West Buffalo St., Holbrook, AZ 86025

Holbrook Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator :	Mr. Jim V. Cassidy Mr.
Schedule :	07:30 AM to 04:30 PM
Grades :	3-5
2005 Enrollment :	302
Web Address :	holbrook.k12.az.us/
Phone Number :	(928) 524-6181
Fax Number :	(928) 524-2940
E-mail :	cassidy@holbrook.k12.az.us

Mission

Each child has a basic right to receive an education that develops his/her potential and maximizes his/her abilities. We recognize the importance of developing student self-esteem and high expectations.

School / Academic Goals

- Increase by 4% the number of students in all grade levels that meet or exceeds the state standards as determined by AIMS reading, writing, and math from the 2004-05 scores.

Enrollment

October 1, 2004 School Year Student Enrollment : 295

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Scholastic 180 Reading Program
- ESL
- Gifted
- On-site Special Education
- After School Tutorial

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 32 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school must provide a safe, drug-free, smoke-free environment for students to learn. Enforcement of high academic standards by the school will maximize student potential and develop a sense of dignity and self-worth.

Parents

Parents should provide a safe environment for children to grow and foster an attitude of the importance of education. Parents should ensure adequate sleep, clothing, housing and nourishment for children. Daily attendance should be a parental goal.

Transportation Policy

Bus routes cover approximately 1,875 square miles. The 24 buses that cover this area logged 431,000 miles during the 2004-2005 school year and transported 1118 students. Eleven buses transport students from the Navajo Reservation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Odyssey of the Mind Team Sent to World Competition	2005
Odyssey of the Mind - State Champion	2005
Regional Science Fair Winners	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	134	79306	100	100	99	447	436	445	15	20	10	13	18	18	51	46	51	21	16	20
All Students (Prior Year)	109	141	75509	100	100	100	530	517	521	13	19	13	24	26	23	26	25	33	37	30	31
Female	51	67	38691	98	99	99	432	426	446	20	21	10	20	26	18	50	44	52	11	8	20
Male	46	67	40583	100	100	99	463	445	445	9	19	11	7	10	18	51	47	50	33	24	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	23	23	32869	100	100	99	442	442	429	14	14	15	9	9	25	59	59	51	18	18	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	29	66	4264	100	100	100	418	412	419	32	34	19	12	22	30	48	39	45	8	5	6
White	39	39	36197	98	98	99	467	467	463	6	6	5	17	17	11	44	44	53	33	33	31
Students with Disabilities	16	23	10321	100	100	100	426	411	389	27	41	30	27	23	27	33	27	34	13	9	9
Students without Disabilities	81	111	69060	100	100	98	451	441	454	12	16	7	11	17	17	54	50	54	23	18	22
Limited English Proficient Students	NC	20	15509	NC	95	100	NC	413	406	NC	38	20	NC	15	30	NC	35	45	NC	12	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	68	105	39415	99	99	96	431	423	431	21	26	15	14	20	25	54	46	50	11	8	10
Non-Economically Disadvantaged	29	29	39966	100	100	100	485	485	459	0	0	6	12	12	12	42	42	52	46	46	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	135	79395	100	0	99	451	437	446	6	10	9	26	31	25	60	52	55	9	6	11
All Students (Prior Year)	109	141	75492	100	100	100	523	515	519	13	21	12	18	18	16	38	37	47	31	24	24
Female	52	68	38743	100	0	100	442	434	451	9	11	7	28	32	24	62	55	57	2	2	12
Male	46	67	40618	100	0	99	460	440	440	2	10	11	23	31	27	58	48	53	16	11	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	23	23	32915	100	0	99	450	450	426	5	5	15	23	23	35	68	68	47	5	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	30	67	4271	100	0	100	429	413	420	12	18	15	46	47	42	38	33	41	4	2	2
White	39	39	36221	98	0	99	464	464	465	3	3	4	17	17	15	64	64	63	17	17	17
Students with Disabilities	16	23	10331	100	0	100	433	416	388	7	14	25	47	55	37	40	27	34	7	5	4
Students without Disabilities	82	112	69139	100	0	99	454	442	454	5	10	7	21	26	24	64	57	58	9	7	11
Limited English Proficient Students	NC	21	15545	NC	0	100	NC	411	399	NC	20	21	NC	49	42	NC	29	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	69	106	39484	100	0	96	439	426	429	8	13	14	31	37	35	58	48	47	3	2	4
Non-Economically Disadvantaged	29	29	39986	100	0	100	479	479	461	0	0	4	12	12	16	65	65	63	23	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	134	78869	100	100	99	457	432	442	6	11	6	13	23	21	73	60	63	8	6	10
All Students (Prior Year)	107	139	75053	99	99	99	591	576	597	9	9	7	10	15	12	74	72	72	6	5	9
Female	51	67	38536	98	99	99	455	434	458	7	10	4	13	21	15	74	64	67	7	5	14
Male	46	67	40302	100	100	99	458	429	428	5	13	8	14	24	26	72	56	60	9	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	23	23	32606	100	100	98	460	460	426	9	9	8	9	9	27	73	73	60	9	9	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	29	66	4245	100	100	100	440	397	423	4	17	9	24	37	26	72	46	61	0	0	4
White	39	39	36078	98	98	99	471	471	459	3	3	4	11	11	16	72	72	66	14	14	14
Students with Disabilities	16	23	10246	100	100	100	427	399	367	13	23	18	20	32	39	67	45	40	0	0	4
Students without Disabilities	81	111	68697	100	100	98	463	439	454	4	9	4	12	21	18	74	63	67	9	7	11
Limited English Proficient Students	NC	20	15339	NC	95	100	NC	379	399	NC	21	11	NC	44	31	NC	35	54	NC	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	68	105	39106	99	99	95	445	417	427	8	14	8	14	26	28	73	57	59	5	3	5
Non-Economically Disadvantaged	29	29	39837	100	100	100	484	484	457	0	0	4	12	12	14	73	73	67	15	15	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	149	78906	100	100	99	498	489	498	11	16	13	22	24	19	52	49	48	16	11	20
All Students (Prior Year)	111	163	76019	99	99	100	494	483	499	13	20	14	49	49	39	14	12	14	25	19	33
Female	52	74	38644	100	100	99	493	485	500	13	17	12	20	25	19	52	47	49	15	11	19
Male	52	75	40236	100	100	99	503	493	497	8	14	15	24	23	19	51	51	46	16	12	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	20	20	31938	100	100	99	498	498	481	5	5	19	20	20	25	65	65	46	10	10	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	43	87	4593	100	100	100	483	475	467	13	21	26	28	29	29	59	50	39	0	0	6
White	38	39	36483	100	100	99	513	512	517	12	12	7	18	18	13	33	35	51	36	35	30
Students with Disabilities	15	22	10664	100	100	100	439	434	430	40	52	42	47	38	27	13	10	26	0	0	5
Students without Disabilities	89	127	68310	100	100	98	510	500	509	5	9	9	18	21	18	59	56	51	19	13	22
Limited English Proficient Students	NC	11	12573	NC	100	100	NC	473	454	NC	23	27	NC	29	30	NC	46	38	NC	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	75	118	38679	97	100	96	488	480	483	12	18	20	25	27	25	56	50	45	7	5	10
Non-Economically Disadvantaged	29	31	40295	100	100	100	525	523	513	7	7	7	15	14	13	41	45	50	37	34	30

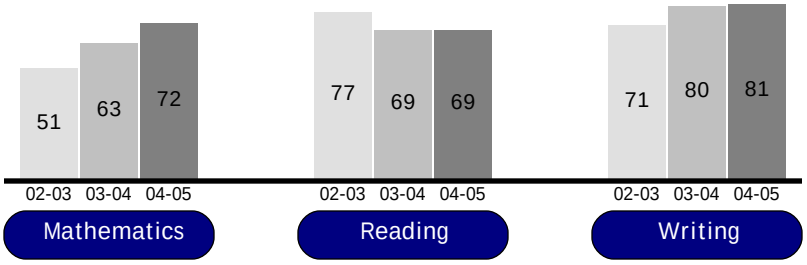
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	149	78908	100	0	99	482	476	484	6	7	10	26	34	23	62	56	58	5	4	9
All Students (Prior Year)	111	163	76020	99	99	100	498	494	503	29	36	25	28	29	23	37	31	40	6	4	12
Female	52	74	38648	100	0	99	484	479	489	4	3	8	28	34	22	61	58	61	7	5	10
Male	52	75	40233	100	0	99	481	473	479	8	10	12	24	33	25	63	54	55	4	3	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	20	20	31940	100	0	99	478	478	465	10	10	16	20	20	32	70	70	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	43	87	4569	100	0	100	472	466	457	5	7	18	41	46	39	54	47	41	0	0	2
White	38	39	36502	100	0	99	495	493	502	6	6	4	12	15	14	70	68	67	12	12	15
Students with Disabilities	15	22	10665	100	0	100	445	442	423	27	24	30	47	57	36	27	19	31	0	0	2
Students without Disabilities	89	127	68312	100	0	98	489	482	493	3	4	7	23	29	21	69	63	62	6	4	10
Limited English Proficient Students	NC	11	12556	NC	0	100	NC	464	436	NC	11	24	NC	37	40	NC	51	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	75	118	38662	97	0	96	475	469	468	6	7	16	34	40	32	59	52	49	1	1	3
Non-Economically Disadvantaged	29	31	40315	100	0	100	502	501	498	7	7	5	7	10	15	70	69	66	15	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	149	78750	100	100	99	486	491	500	8	7	6	34	32	29	58	62	63	0	0	2
All Students (Prior Year)	111	163	75673	99	99	100	497	495	530	17	17	12	32	34	25	47	46	58	3	2	4
Female	52	74	38586	100	100	99	486	495	515	11	8	4	26	22	22	63	70	71	0	0	3
Male	52	75	40135	100	100	99	486	488	486	6	6	8	41	41	35	53	54	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	20	20	31841	100	100	99	496	496	483	5	5	8	35	35	36	60	60	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	43	87	4586	100	100	100	481	491	481	8	5	8	36	32	37	56	63	54	0	0	1
White	38	39	36440	100	100	99	481	483	516	12	12	3	33	32	22	55	56	71	0	0	4
Students with Disabilities	15	22	10622	100	100	100	415	425	415	33	29	21	53	62	50	13	10	28	0	0	1
Students without Disabilities	89	127	68196	100	100	98	499	503	513	4	3	3	30	26	25	66	71	69	0	0	3
Limited English Proficient Students	NC	11	12504	NC	100	100	NC	481	451	NC	11	12	NC	31	44	NC	57	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	75	118	38558	97	100	96	477	486	485	10	8	8	38	35	37	51	58	54	0	0	1
Non-Economically Disadvantaged	29	31	40260	100	100	100	507	510	514	4	3	3	22	21	21	74	76	72	0	0	4

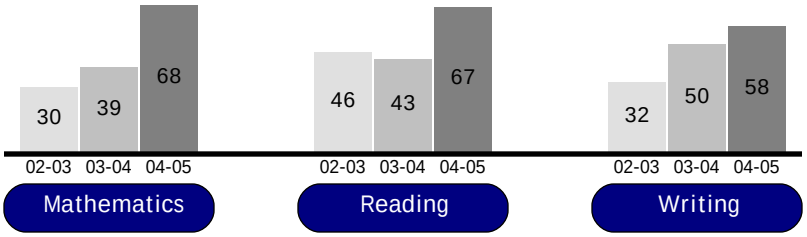
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	99	52	46	47	98	49	NA	55	100	50	42	44
	Language	100	57	51	54	96	59	54	61	100	49	41	44
	Mathematics	100	59	52	54	98	65	59	61	100	51	46	51
4	Reading	98	46	42	52	95	51	NA	56	100	52	46	48
	Language	99	41	39	48	97	47	43	52	100	50	44	49
	Mathematics	99	48	45	57	97	55	53	61	100	53	46	53
5	Reading	98	43	39	50	99	41	NA	55	100	51	46	50
	Language	96	35	33	46	100	40	33	49	100	44	40	50
	Mathematics	97	44	41	57	100	57	51	63	100	48	44	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	ü Instructional Strategies
1 Non-certified Employee(s)	ü Parent/Educator Relations
2 Teacher(s)	ü School Safety Issues
2 Parent(s)	ü Student Discipline
2 Community Member(s)	ü Extracurricular Activities
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	.40	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	3	0	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Scholastic 180 Reading Lab
- ü Library
- ü Computer Lab
- ü Literature Room

Extracurricular Activities

- ü Science Fair
- ü Band
- ü Spelling Bee
- ü Choir
- ü Reading is Fundamental
- ü Book Fairs

Social Services

- ü Counseling Services
- ü Lunch Program
- ü Breakfast Program
- ü After School Tutorial Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Our district has been working on the effective school model to improve instruction and achievement.
- Grade-level teams are working on programs to improve student achievement.
- Quarterly computerized bench mark assessments for all students in reading and mathematics.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	3	12	12	17
Transfers In Rate [6]	19	28	28	37
Stability Rate [7]	96	87	87	82
Promotion Rate [8]	96	96	95	81
Retention Rate [9]	2	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have increased our supervision of unstructured activities and provide on-site counseling from the Community Counseling Center for those students with at-risk behaviors.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	James Cassidy	(928) 524-6181
Transportation Policy	Carolee DeWitt	(928) 524-6144
Community Resources	James Cassidy	(928) 524-6181
School Nutrition Programs	Sunny Obren	(928) 524-2815
Parent Organization	Teri Tafoya	(928) 524-6144
Student Health/Nurse	Lona Haussman	(928) 524-6181

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = $0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.